

DRŽAVNO NATJECANJE U ZNANJU ENGLESKOG JEZIKA
za 4. razrede srednjih škola

SLUŠANJE S RAZUMIJEVANJEM

Good morning. May I have your attention, please? The listening part of the test will start now. Open your tests to page 2. As you can see, the listening task and questions are on this page.

You will hear a recording about a language editor.

You will hear the recording twice, and there will be a short pause between the two listenings.

You can write your answers during both the first and second listening.

Listen to the recording. For each of the questions 1-5, choose ONE answer (A, B, C or D) that fits best according to the recording.

Write the corresponding letter (A, B, C or D) on the Answer Sheet.

The task begins with an example (0).

Remember to write your answers on the Answer Sheet.

While you are listening, write your answers on the task itself. You can cross out your answers, change them, make notes or underline words if you wish.

After the second listening, you will have 1 minute to check your answers.
During this time, you should write your final answers on the Answer Sheet.

Now, let's begin. You have 30 seconds to read through the questions.

[Count silently to 30 – and then say the following:]

Now you will hear the recording.

The Language Editor

People generally term me a proof-reader. However, I actually prefer to call myself a language editor or text reviser, as I do more than just check texts for typographical errors or punctuation mistakes. I frequently have to rewrite texts that have been translated so that they are not only grammatically correct but sound natural too. More and more is being written and published in English all the time and the internationalisation of the market has greatly boosted the need for high-quality language editing. English has become the lingua franca of world business, and many companies and institutes want their texts to be as good as possible. They have come to realise that cutting corners can cost them in the long-run.

I've been in the business for nearly a quarter of a century. Undoubtedly, the most significant change has been the advent of the internet. Twenty-odd years ago, clients would bring me their text on a floppy disk and arrange to pick it up a few days later. Nowadays, everything can be done at the click of a mouse and deadlines are getting shorter. Your client might be in a completely different time zone, which was never the case before. In the past, clients were grateful that a native speaker could just tidy up their text from the grammatical perspective, whereas now, because of all the online resources available, they're looking for absolute perfection, including terminology and style. Thus, on the whole, the internet has improved quality in the profession.

When editing a translation, you're at a distinct advantage if you can fall back upon knowledge of the language it has been translated from. Texts can contain words or phrases which at first glance seem appropriate but which upon closer inspection are not. For instance, an item might be a false friend. Croatian translators sometimes write the word *provision* when they mean *commission* in financial texts. There might be other problems like the omission of articles. If you're familiar with the language it's been translated from, you're primed to see such problems immediately, which improves both the quality and speed of your work. There are also various cultural insights that knowledge of the language can give you. But, basically, it boils down to the fact that if there's a problem, you can refer to the source.

I edit all sorts of texts and I often get asked what I consider to be the hardest ones. Of course, anything of a technical nature can be fairly tough. For instance, anything connected with construction can be quite demanding, because of the terminology for all the machinery and parts, and so on. However, the translator has usually been briefed by the client on this and in my experience the terms in such cases are usually trustworthy. The same is true of articles written by doctors for publication in various journals. They know their own field; it's the grammar that requires polishing. Contracts are a thornier issue for me, as the most miniscule alterations can have ramifications. As for the pharmacological industry, I really don't have the necessary competence to revise texts related to medication and so refrain from doing so.

I obtained my degree years ago, and it's important not to rest upon your laurels. It's vital to keep developing as a professional. There are plenty of seminars and conferences you can attend. I'm fond of browsing through publications in the areas I work on in order to keep abreast of developments in style and terms. In addition, you can always brush up on your knowledge of the language your texts are translated from or even take a course to improve your IT skills.

People ask me if I think that computer generated translations will make the work of the language editor redundant. Clearly, we're still a long way from that scenario. Nevertheless, we need to recognise the virtues of translation software, and I'm not talking about applications that can provide appropriate translations for very simple sentences or for closely

related languages. There are programmes that are useful for accurately providing large chunks of predictable language that crop up again and again, and to a lesser extent very specific lexical items. Such software can significantly reduce the workload in a translation and boost its accuracy, which then impacts upon my job.

[Count silently to 5 and then say the following:]

Now you will hear the recording again.

[After the second reading, say the following:]

You now have 1 minute to check your answers and copy them onto the Answer Sheet.

[Count silently to 60 – and then say the following:]

This is the end of the listening task. You may now go on to do the other parts of the test.

PART 2 - Task 1: LISTENING COMPREHENSION

Task 1: The Language Editor

You will hear a recording about a language editor. Listen carefully to the instructions. For each of the questions 1-5, choose ONE answer (A, B, C or D) that fits best according to the recording. Write the corresponding letter (A, B, C or D) on the Answer Sheet. You will hear the recording twice.

You have 30 seconds to read through all the questions.

The task begins with an example (0).

After you hear the recording for the second time, you have 1 minute to check your answers and transfer them to the Answer Sheet.

- (0) The speaker believes the underlying reason for increased demand for her services is
A because business has become increasingly globalised.
B because companies realise that mistakes can lose them business.
C because more and more is being published in English.
D because people appreciate the importance of quality more.
- (1) According to the speaker, what is the main impact of the internet on her work?
A Customers want things more quickly.
B End users can be in another country.
C The clients' expectations are higher.
D The standard of the service is much better.
- (2) For the speaker, the chief use of knowing the language a text has been translated from is
A She can anticipate problematic areas more quickly.
B She can consult the source when there is uncertainty.
C She has important knowledge of the cultural background.
D She's able to easily spot something that has been translated literally.
- (3) Which subject area that she works on does the speaker find particularly challenging?
A engineering
B law
C medicine
D pharmacy
- (4) The speaker's preferred means of keeping her skills and knowledge up to date is
A attending meetings of fellow professionals.
B boosting her foreign language skills.
C going on various courses.
D reading relevant literature.
- (5) According to the speaker, translation software is especially beneficial for
A languages that are linguistically close to each other.
B relatively straightforward linguistic structures.
C texts that involve a large amount of repetition.
D very precise pieces of terminology.

(5 points)

PART 2 TASK 1 - LISTENING COMPREHENSION	
1	C
2	B
3	B
4	D
5	C
Total points:	